

RUBRIC ASSESSMENT: SCHOOL PSYCHOLOGIST (SP)

Date ☐ Self-Assessment ☐ Evaluator Assessment ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

Domain 1: Planning and Preparation

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SP demonstrates knowledge through data-driven decision making and accountability within a standards-aligned system.
 SP demonstrates knowledge of consultative and collaborative skills and practices.
 SP demonstrates knowledge of continuum of evidence-based instructional and behavioral methodologies and fidelity of implementation.
 SP demonstrates knowledge of biological, developmental, cultural, environmental, cognitive, behavioral, familial and social/emotional factors.
 SP demonstrates knowledge of practices that serve to build capacity and strengthen the educational system and setting for all students.
 SP demonstrates knowledge of a continuum of primary, secondary and tertiary services and supports.
 SP demonstrates knowledge of systems theory.
 SP demonstrates knowledge of multiculturalism and cultural diversity.
 SP demonstrates knowledge of research design and program evaluation.
 SP demonstrates knowledge of legal, ethical and professional standards and practice.

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Limited knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Some knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Sufficient knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Extensive knowledge of best practices is demonstrated and applied across stakeholders and settings.
Evidence/Examples	<p>SP provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem.</p> <p>SP displays limited to no knowledge of the big ideas in reading and student assessment results provide little guidance for the identification of research-based literacy practices.</p>	<p>SP shares some behavioral support strategies but not in sufficient detail to enhance knowledge and implementation.</p> <p>SP can name the big ideas in reading but lacks sufficient knowledge to explain these concepts and student assessment result are linked to general literacy practices with limited research support.</p>	<p>SP shares examples of positive behavioral support strategies with team members to enhance their knowledge.</p> <p>SP explains big ideas in reading and links student assessment results to specific research-based literacy practices.</p> <p>Through instructional consultation with teacher/parent, SP describes the educational needs of a student who has been diagnosed with Autism.</p>	<p>SP uses functional behavioral assessment (FBA) data gathered from multiple sources and provides team members with positive behavioral support strategies that enhance their knowledge and are linked to the function of the behavior.</p> <p>SP shows extensive knowledge of the big ideas in reading and can communicate these ideas in understanding language. Student assessment results are directly linked to specific research-based literacy practices and include guidelines for systemic intervention implementation.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students</i>	Little to no knowledge of the client's developmental, achievement, social, behavioral and/or cultural needs is demonstrated.	Some knowledge of the client's developmental, achievement, social, behavioral and/or cultural needs is demonstrated and is used to inform planning and preparation.	Sufficient knowledge of the client's developmental, achievement, social, behavioral and/or cultural needs is demonstrated and used to inform planning and preparation for comprehensive service delivery.	Extensive knowledge of the client's developmental, achievement, social, behavioral and/or cultural needs is demonstrated and used to work within an interdisciplinary context to inform planning and preparation for comprehensive service delivery.
<i>Evidence/Examples</i>	<p>SP shows little to no understanding of BICS/CALP assessment results and fails to incorporate interpretation of these results when planning and preparing academic interventions for an English Language Learner.</p> <p>SP selects the same general cognitive measure with little or no regard for a student's individual differences or disabilities.</p>	<p>SP has limited understanding of BICS/CALP results and is able to partially incorporate the interpretation of BICS/CALP results in planning and preparing academic interventions for an English Language Learner.</p> <p>SP selects a cognitive measure that partially assessed nonverbal cognitive functioning with a student who presents with a severe deficiency in expressive language.</p>	<p>SP incorporates interpretation of BICS/CALP results when planning and preparing academic interventions (recommendations) for an English Language Learner.</p> <p>SP selects a nonverbal measure in an effort to more accurately assess cognitive functioning with a student who presents with a severe deficiency in expressive language.</p> <p>SP collaborates with the student, parents, teachers and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.</p>	<p>SP displays extensive knowledge of BICS and CALP concepts and assists in the gathering and interpretation of BICS/CALP assessment data. The SP then integrates these results with other assessment data to help teams develop individualized and culturally sensitive academic intervention recommendations for an English Language Learner.</p> <p>SP uses the research literature to select the most valid and reliable nonverbal cognitive measure to use with a student who has a severe deficiency in expressive language and then uses this measure in conjunction with record review, observations, rating scales and interviews with parents and teachers to accurately assess the student's cognitive functioning.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1c: Setting Service Delivery Outcomes/Setting Instructional and Service Delivery Outcomes</i>	<p>Limited knowledge of assessment results in poorly defined goals that are difficult to measure and are not aligned with PA Academic Standards.</p> <p>Data sources do not inform instruction and/or result in enhanced teacher quality and classroom practice.</p>	<p>Partial knowledge of assessment results in inconsistently defined goals that may or may not align with PA Academic Standards.</p> <p>Data sources may or may not inform instruction and/or result in enhanced teacher quality and classroom practice.</p>	<p>Sufficient knowledge of assessment results in well- defined goals that are student-friendly, measurable and aligned with PA Academic Standards.</p> <p>Data sources are used to make recommendations to inform instruction.</p>	<p>Extensive knowledge of assessment results in well-defined goals that are student-friendly, measurable and aligned with PA Academic Standards.</p> <p>Data sources consistently inform instruction and/or result in enhanced teacher quality and improved student achievement.</p>
<i>Evidence/Examples</i>	<p>SP gathers data that does not have adequate technical properties (e.g., reliable and valid) and does not provide analysis to inform instructional decisions.</p> <p>SP is unaware of how access the Algebra CDT's and can't create measurable goals for special education students.</p>	<p>SP gathers DIBELS Next data, but provides a basic of analysis of it relates to the development of Kindergarten reading skills.</p> <p>SP provides limited analysis of student performance on the Algebra CDT's to create measurable goals in Algebra.</p>	<p>SP gathers and analyzes DIBELS Next data to help inform instructional changes in Kindergarten in the area of phonological awareness.</p> <p>SP assists special education teachers with analysis of student performance on the Algebra CDT's to create measurable goals in Algebra and identify prerequisite skill needs.</p> <p>SP consults with special education teacher relative to students with intellectual disabilities and their IEP progress toward PA academic standards.</p>	<p>SP conducts data analyses of DIBELS Next data to determine the expected rates of increase for students in Tier 2 to determine the effectiveness of selected interventions.</p> <p>SP creates a bank of measurable goals in Algebra and associated prerequisite skill based on analysis of current and past Algebra CDT's and common core standards.</p>

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<i>Id: Demonstrating Knowledge of Resources</i>	There SP does not demonstrate knowledge of resources.	SP demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of services.	SP demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to provision of comprehensive services.	SP demonstrates extensive knowledge of resources and shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated services.
<i>Evidence/Examples</i>	<p>SP has no knowledge of local behavioral health services.</p> <p>SP has no knowledge of websites that “house” research-based comprehension strategies.</p>	<p>SP has limited knowledge of local behavioral health services to provide to a family of a student who was diagnosed with a conduct disorder.</p> <p>SP shows teachers websites that “house” comprehension strategies that are not research-based.</p>	<p>SP shows teachers websites that “house” research-based comprehension strategies such as “reciprocal teaching” and an implementation checklist.</p> <p>SP uses a research-validated classroom management tool (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.</p> <p>SP shares knowledge of local behavioral health services and provides contacts and related information to a family of a student who was diagnosed with a conduct disorder.</p>	<p>SP compiles a list of local behavioral health services and provides an afterschool session to share information with both parents and teachers.</p> <p>SP provides in-service sessions for educators, websites, books, and tools regarding research-based comprehension strategies and strategies for implementation.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1e: Designing Coherent Instruction/Designing Service Delivery</i>	SP is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes and resources.	SP is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processes and resources.	SP is able to contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes and resources.	<p>SP is able to make significant contributions to the meaningful design of comprehensive service delivery due to extensive knowledge in designing structures, supports, processes and resources.</p> <p>The SP works within an interdisciplinary team to design and integrate comprehensive services for the individual and system.</p>
<i>Evidence/Examples</i>	<p>SP is not a member of a data analysis team and is unable to interpret growth data and other data sources for groups of students with severe reading disabilities.</p> <p>SP is provides little or no knowledge regarding how to support general and special education teachers in working with a student with autism.</p>	<p>SP is a member of a data analysis team and is limited in ability to help the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources.</p> <p>SP demonstrates limited knowledge and skill in aligning the focus of instruction that is being provided by general and special education teachers for a student with autism.</p>	<p>SP provides district-level consultation regarding a comprehensive assessment system and offers reliable and valid measures for use within and across grades K-12.</p> <p>SP helps align the focus of instruction that is being provided by general and special education teachers through use of a common, scientifically-validated intervention for a student with autism.</p> <p>SP is a member of a data analysis team and helps the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources.</p>	<p>SP is facilitates a data analysis team and runs statistical analyses comparing multiple intervention groups using growth data and other data sources to determine efficacy of the interventions.</p> <p>The SP in consultation with the speech therapist, occupational therapist and general and special educators designs a comprehensive plan for delivering scientifically-validated intervention for a student with autism.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Designing Student Assessments</i>	SP is not able to identify assessment methods and measures that are congruent with instructional outcomes for students.	SP is able to identify whether some instructional outcomes were attained via the use of appropriate methods and measures.	SP is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods and measures and recommend appropriate adaptations for groups of students.	SP's approach to assessment is fully aligned with instructional outcomes for both content and process. Assessment methodologies have been adapted for individual students as needed.
<i>Evidence/Examples</i>	<p>SP does not assist team with identifying an alternative assessment for an ESL student.</p> <p>SP is not able to assist a grade level team with identification of informal and formal formative assessment strategies (e.g., questioning, feedback, peer assessment, etc.) that may be incorporated within planning and teaching process to monitor student progress toward instructional outcomes.</p>	<p>SP assists a classroom teacher with developing clear, student-friendly and measurable learning objectives for the entire class.</p> <p>SP is able to assist a 2nd grade team with determining whether they reached their grade level oral fluency goal but does not know how to help them assess whether they reached their grade level math goal.</p>	<p>SP assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress.</p> <p>SP is able to assist an emotional support and general education teachers identify appropriate ways to measure a decrease in meltdowns and increase in replacement behaviors across settings for a small group of students who are working on these issues.</p>	<p>SP works with ESL and grade level teachers to identify a continuum of informal and formal measures to assess whether an English Language Learner moved from L1 to L2 and instructional strategies that are resulting in his progress.</p> <p>SP works with a teacher and student who is mentally gifted to empower the student to design his/her own authentic, real-world application/assessment so that the student can demonstrate mastery of newly taught and learned problem-solving skills.</p>

Domain 2: The Environment

Domain 2: The Environment	<p>SP facilitates and contributes to a safe, positive and respectful environment.</p> <p>SP develops and establishes rapport with clients.</p> <p>SP facilitates positive interactions within an atmosphere of warmth, caring and professionalism.</p> <p>SP communicates high expectations for attainment of academic standards.</p> <p>SP facilitates student commitment to learning, persistence and self-reflection.</p> <p>SP facilitates development of intrinsic motivation and internal locus of control.</p> <p>SP establishes and maintains clear referral procedures and requests for assistance.</p> <p>SP manages materials, supplies and data and data systems.</p> <p>SP complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p> <p>SP communicates and reinforces positive behavioral expectations.</p> <p>SP develops effective treatment/intervention plans.</p> <p>SP is a provider of consultation.</p> <p>SP is a provider of appropriate, private and safe space for interaction with clients.</p> <p>SP maintains confidentiality.</p>			
Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<p>Interactions with clients are characterized by limited rapport, conflict and tension. Mutual trust and collaboration are not evidenced.</p> <p>There is no acknowledgment of factors related to culture or religion that may impact interaction and relational trust.</p>	<p>Interactions with clients are characterized by some rapport, mutual respect and limited conflict/relational tension.</p> <p>The establishment of mutual trust and collaboration is in process. There is awareness of religious and/or cultural factors that may impact the establishment of trust and relational issues.</p>	<p>Interactions with clients are characterized by adequate rapport, confidentiality and mutual respect.</p> <p>SP pro-actively and consistently attempts to establish a safe, positive and respectful climate.</p>	<p>Interactions with clients are characterized by high levels of rapport, confidentiality and mutual respect.</p> <p>SP pro-actively works with other professionals in the setting to establish a safe, positive and respectful climate and collect feedback to sustain and/or continue to improve the environment.</p>
Evidence/Examples	<p>SP is not able to establish rapport with students. It is very apparent that students feel uncomfortable in their presence.</p> <p>SP is openly disrespectful to others when not in agreement. SP demonstrates an inability or unwillingness to resolve conflicts.</p> <p>SP speaks in a manner which completely confuses parents to the point in which parents frequently seek out other staff members for explanation.</p>	<p>SP is able to establish rapport with some students but not on a regular basis.</p> <p>SP can demonstrate the ability to handle conflicts at times but not consistently.</p> <p>SP can demonstrate the ability to speak to parents in a manner which does not cause confusion; however, it is not demonstrated on a regular basis.</p>	<p>SP establishes rapport easily with students (e.g. students appear comfortable with SP).</p> <p>SP uses appropriate language when speaking with parents (no use of educational jargon).</p> <p>SP demonstrates respectful manner when there is disagreement.</p>	<p>Students often actively seek out the assistance of the SP on an ongoing basis and views the SP as part of their support system even after the initial reason for referral has been completed.</p> <p>SP is the orchestrator of bringing professionals/parents of differing opinions to a conclusion that is acceptable to all parties.</p> <p>SP speaks and acts in a manner which quickly and easily establishes rapport and trust with parents. Parents actively seek out the support of the school psychologist for assistance regarding their children.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Learning/Establishing a Culture for Positive Mental Health	There is not a belief or meaningful contribution toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	There is some belief or meaningful contribution toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	There is consistent belief or meaningful contribution toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	The SP is a model and leader with respect to significant and consistent contributions toward the establishment of a culture that is characterized by high standards for academic and behavioral success.
Evidence/Examples	<p>SP does little to reinforce the value of hard work, persistence and effort with a student who suffers from chronic underachievement.</p> <p>SP does little to assist students with personal goal setting and reflection.</p>	<p>SP and special education teacher develop a home-school plan to reinforce assignment completion with a student; however, the assignments are not aligned with PA academic standards.</p> <p>SP works with a team of teachers to develop a behavioral plan for a student. There is positive reinforcement for quality of work produced but not for effort or receptivity to adult feedback.</p>	<p>SP promotes the belief that students with complex support needs can make growth toward the PA standards.</p> <p>SP is a member of a school-wide positive behavioral support team to assist with anti-bullying strategies that are implemented and monitored school-wide.</p> <p>SP works directly with a student with behavioral difficulties to develop self-regulation strategies and reinforce the student's progress.</p>	<p>SP empowers a student (or group of students) to develop goals including attention to detail and initiation of improvement that the student meets with success.</p> <p>SP is seen as a coach by students. They share their reflections of their work and progress with the SP and seek constructive feedback.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Classroom Procedures/Managing Procedures	<p>Significant service delivery time is lost due to inefficient routines and/or management of procedures, supplies, data, and data systems.</p> <p>There is not compliance with evaluation timelines, Chapter 14, 15 and 16 and IDEA regulations.</p>	<p>Some service delivery time is lost due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>	<p>SP services are delivered with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>	<p>SP empowers clients to adhere to routines and procedures, maintain data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>
Evidence/Examples	<p>SP completely disregards school district policies related to threats and/or suicide in that there is an outright refusal to follow them or the policies are known to exist but the SP chooses not to familiarize themselves with the policies thereby putting the student at risk and the school district at risk for potential litigation.</p> <p>SP does not gather the information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary evaluation process.</p> <p>SP completely disregards re-evaluation/evaluation timelines with most or all cases even in cases in which there is potential or known litigation.</p>	<p>SP is familiar with school district policy in regard to threat/suicide assessment but does not follow it consistently.</p> <p>SP gathers information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary process but does not do so on a regular basis.</p> <p>SP is able to adhere to timelines associated with the re-evaluation/evaluation process in some cases but not the majority.</p>	<p>SP uses assessment protocols and adheres to policies related to threats and/or suicide.</p> <p>SP establishes clear procedures for gathering data from all relevant sources as part of the multidisciplinary evaluation process.</p> <p>SP monitors and adheres to re-evaluation timelines.</p>	<p>SP helped create the school district policy on threat/suicide assessment and/or frequently trains other staff on policy implementation.</p> <p>SP has designed or follows a clear, established procedure for accessing information as part of the multidisciplinary process. This is evidenced by a written process and non-psychological school staff being able to recite the process when asked.</p> <p>SP has adhered to the re-evaluation/evaluation timelines in ALL cases.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	Standards of conduct are not clear or consistent when working with individuals and groups. Little or no assistance is provided to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	Standards of conduct are clear but applied inconsistently with clients. Some assistance is provided to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	Standards of conduct are clear and consistently applied. Adequate assistance is provided to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.	Highest standards of conduct are clear and effectively applied. Comprehensive assistance is provided to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. Outcomes support a consistently positive impact.
Evidence/Examples	SP does not offer support to students, staff, or the school community in this area. For example, SP does not familiarize themselves with SWPBS, FBA's, etc.	SP offers some support in this area but not on a regular basis. For example, sits on a SWPBS committee but is not an active participant.	SP conducts an FBA in accordance with regulations for students who are suspended. SP counsels students on personal adjustment issues and pro-social skills . SP assists with development, implementation and evaluation of a school-wide prevention program (e.g. suicide, substance use, teenage pregnancy, bullying, drop out, etc.).	SP was integral in forming the SWPBS team within their school (s) and offers support with training and/or with the implementation of the system. SP is integral in the process or is able to teach others on conducting a legal, ethical FBA. SP is an expert in a particular area of research-based counseling such as cognitive behavior therapy. They have sought specific training and/or credential in the field and integrate this intervention (s) into practice in their work setting.
Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	SP does not effectively organize physical space to ensure privacy, safety and confidentiality.	SP demonstrates some ability to organize physical space to ensure privacy, safety and confidentiality.	SP demonstrates adequate ability to organize physical space to ensure privacy, safety and confidentiality.	SP is highly effective in organizing physical space and assisting others to do the same to ensure maximal levels of privacy, safety and confidentiality.
Evidence/Examples	SP chooses not to secure assessment protocols in a confidential location, despite the available means to do so. SP conducts assessment, team meetings, individual consultations, etc. in open areas to staff and students and does not advocate superiors to secure a more confidential setting. There is no student confidentiality demonstrated when using technology.	SP does not consistently secure protocols in a confidential location. At times, the SP makes certain that meetings, assessments, and consultations are conducted in a secure and confidential setting but it is not done on a regular basis.	SP identifies appropriate and secure location for assessment protocols and information. SP consistently utilizes a private area for assessment, team meetings, and individual consultation. When using technology, SP makes every effort to maintain confidentiality.	SP has ALL team meetings, assessments, and consultations in a private, confidential setting. SP stores ALL protocols in a confidential location.

Domain 3: Service Delivery

Domain 3: Service Delivery	<p>SP is a user of varied models and reliable and valid methods of assessment to inform instruction and service outcomes.</p> <p>SP is a problem-solver.</p> <p>SP is a provider of effective instructional and behavioral consultation, collaboration, and communication strategies.</p> <p>SP is an interdisciplinary collaboration/team member.</p> <p>SP is a recommender for evidence-based academic and behavioral methodologies.</p> <p>SP is a provider of continuum of mental health services (e.g. positive behavioral support, individual and group counseling, etc.).</p> <p>SP is a contributor to development and implementation of behavior intervention plans at the individual, group, classroom and/or school-wide level.</p> <p>SP is a contributor to continuous school improvement efforts.</p> <p>SP is a disseminator of research and knowledge related to all facets of service delivery.</p>			
Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Students/Communicating with Students and Families	<p>SP does not communicate and collaborate effectively with students and their families. There are a limited number of positive home-school partnerships. There is not a continuum of services that includes outreach and support to students and families.</p>	<p>SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis.</p>	<p>SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.</p>	<p>SP effectively collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.</p>
Evidence/Examples	<p>Students and families do not feel comfortable or supported by the SP.</p> <p>Student does not understand why they are meeting with the SP.</p> <p>SP has limited or no knowledge of community services and does not refer students and families for these services.</p>	<p>SP provides general recommendations for students and parents that do not take into account parents' cultural strengths, preferences and needs.</p> <p>SP communicates with students but sometimes uses language that students do not understand.</p> <p>SP has a general knowledge of community services and periodically refers students and families to some of these programs.</p>	<p>SP collaborates with a behavioral consultant and the family to develop a behavior plan that is based upon cultural strengths, preferences and needs.</p> <p>SP works with personnel from community agencies to identify and secure additional resources for a family who has a child with complex support needs.</p> <p>SP provides assistance to parents who are interested in learning more about how to increase achievement motivation.</p>	<p>SP designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences and needs.</p> <p>SP provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services.</p> <p>SP engages others in contributing to the development of positive home-school relationships and practices in order to enhance service delivery outcomes.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques/Using Data, Questioning, and Discussion and Consultation Techniques	SP does not provide consultation or use effective collaboration and oral/written communication strategies to enhance the quality and/or continuum of services.	SP provides some consultation. SP facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service. Consistency in the quality of consultation and collaboration as it relates to service delivery is improving.	SP provides effective consultative services and facilitates interdisciplinary collaboration. Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.	SP provides highly effective consultative services and facilitates interdisciplinary collaboration. Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. SP builds individual and systems level capacity through consultation and collaboration.
Evidence/Examples	<p>SP writes reports that fail to provide useful information or are difficult to understand by clients and school personnel.</p> <p>SP lacks skills and knowledge about principles of behavior change and consequently is not a part of the positive behavioral support team.</p> <p>SP does not invite questions or feedback from a group of students they are counseling.</p> <p>SP does not offer consultation with classroom teachers regarding classroom management strategies.</p>	<p>SP writes reports that include recommendations for intervention that have marginal utility, and/or often uses difficult-to-understand language (e.g., professional jargon).</p> <p>SP is periodically involved in positive behavior support team meetings, but offers few useful contributions to the process.</p> <p>SP sometimes asks questions or invites feedback that results in deeper understanding.</p> <p>SP offers consultation with classroom teachers regarding classroom management strategies, but is ineffective and consultation does not result in a positive change within the classroom.</p>	<p>SP writes reports and offers recommendations that are understood by clients and may be implemented.</p> <p>SP discusses how to develop school-wide rules during a positive behavioral support team meeting.</p> <p>SP collaborates with agency personnel, educators and the student's physician in an effort to integrate services and develop a comprehensive treatment plan.</p> <p>SP offers effective consultation with classroom teachers regarding evidence-based classroom management strategies which results in a positive change within the classroom.</p>	<p>SP writes comprehensive reports that provide an in-depth understanding of the student in relation to academic and behavioral expectations and clearly link assessments to readily implementable interventions.</p> <p>SP provides leadership to the positive behavior support team (e.g., facilitating meetings, suggesting evidence-based practices, gathering and managing data on behavior).</p> <p>SP is an expert in consultation regarding evidence-based classroom management and results in system-wide adoption of those strategies that results in positive results for all children.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning/Engaging Students in Instruction and Intervention	SP demonstrates limited knowledge and ability to apply evidence-based methodologies to enhance individual and/or systems level achievement outcomes.	SP demonstrates some knowledge and ability to apply evidence-based methodologies to enhance individual and/or systems level achievement outcomes.	SP demonstrates sufficient knowledge and ability to apply evidence-based methodologies to enhance individual and/or systems level achievement outcomes as part of comprehensive service delivery.	SP demonstrates extensive knowledge and ability to apply evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual and/or systems level achievement outcomes and comprehensive service delivery.
Evidence/Examples	<p>SP has no knowledge about discrete trial training and consequently does not offer meaningful consultation to implementation efforts.</p> <p>SP has limited or no knowledge about evidence-based reading comprehension strategies and consequently does not consult with teachers on resolution of difficulties in this area.</p> <p>SP recommendations are not acceptable or perceived as meaningful by clients.</p>	<p>SP has some knowledge of discrete trial training, but does not assist teachers with implementation efforts.</p> <p>SP has some knowledge of evidence-based reading comprehension strategies and periodically offers suggestions to the grade-level team on this instructional target.</p> <p>Some of the recommendations made by the SP are viewed as appropriate.</p>	<p>SP facilitates professional learning related to discrete trial training.</p> <p>SP helps to determine whether the assistive technology device helped a student with communication difficulties make academic progress.</p> <p>SP assists a 4th grade team with establishing a literacy goal and implementation of an evidence-based reading comprehension strategy.</p>	<p>SP is actively involved with teachers in the implementation discrete trial training (e.g., providing modeling of training routines, problem-solving training problems, addressing training needs of individual students).</p> <p>SP conducts a review of research on reading comprehension strategies appropriate for 4th graders, shares the information with the 4th grade team, and consults with teachers about correct implementation of the strategies.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>3d: Using Assessment in Service Delivery/Using Assessment in Mental Health Services toward Social and Life Outcomes</i>	SP does not provide a continuum of mental health services or evaluate the quality of those services toward improved social and life skills.	SP provides some degree of mental health services and evaluation of outcomes toward improved social and life skills.	SP provides adequate mental health services and evaluates the impact of services relative to the development of social and life skills.	SP provides a continuum of mental health services and collaborates with other mental health professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid assessment/program evaluation criteria.
<i>Evidence/Examples</i>	<p>SP has limited or no knowledge of social skills interventions with students with Asperger's Syndrome so has limited involvement with these students or their teachers.</p> <p>SP has limited or no contact with parents regarding home-school issues.</p>	<p>SP periodically consults with teachers regarding social skills interventions with students with Asperger's Syndrome.</p> <p>SP periodically consults with parents on home-school liaison issues.</p>	<p>SP provides research-based social skills training to a group of students with Asperger's Syndrome.</p> <p>Using FBA data, the SP in conjunction with educators and parents, design a home-school behavioral program designed to increase self-control/regulation issues in the classroom.</p> <p>SP provides individual counseling to a student whose parents' recently divorced.</p>	<p>SP provides research-based social skills training to a group of students with Asperger's Syndrome and develops a program-evaluation design to determine the efficacy of the implemented program.</p> <p>Using FBA data, the SP, in conjunction with educators and parents, designs a home-school behavioral program to increase self-control/regulation issues in the classroom and plays an active role in program implementation, including holding meetings with parents on the home component of the program.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	SP does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers services that are prevention-oriented and/or responsive to existing individual or systems-level needs on a consistent basis.	SP offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services is routinely evaluated and refined.
Evidence/Examples	<p>SP is unaware of the school's crisis-response procedures.</p> <p>SP does not identify students who are at risk for drop-out and provides no services to them.</p>	<p>SP is aware of the school's crisis-response procedures, but does not participate on the school crisis team.</p> <p>SP identifies students who are at risk for drop-out and refers them for individual counseling and mentoring.</p>	<p>SP participates on school crisis team and consults with national association experts to inform the development of policies and procedures.</p> <p>SP provides individual counseling and mentoring to a student who is at-risk for school drop-out.</p> <p>SP helps analyze and interpret data to evaluate whether core and supplemental instruction is intensive enough for students who are at-risk for academic failure and offers recommendations for adjustments.</p>	<p>SP leads the school crisis team and consults with national experts and resources to inform the development of school-wide policies and procedures related to prevention, intervention, and postvention.</p> <p>SP investigates and designs evidence-based counseling procedures for students who are at risk of dropping out and provides regular counseling and mentoring to said students.</p>

Domain 4: Professional Development/Professional Responsibilities

Domain 4: Professional Development/Professional Responsibilities	<p>SP adheres to ethical, professional and legal standards/guidelines. SP provides high-quality professional services. SP monitors self, individual and systems level professional learning needs and growth opportunities. SP engages in procedural compliance. SP serves as an advocate. SP is an effective oral and written communicator. SP engages in inquiry-based learning. SP participates in professional learning opportunities and interdisciplinary collaboration. SP applies research to practice. SP makes individual contributions that lead toward improved quality of services. SP maintains integrity and ethical conduct per NASP Standards. SP engages in mentoring and supervision.</p>			
Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching/Reflecting on Professional Practice	<p>SP does not demonstrate reflective practice relative to adherence to professional, ethical and legal standards, quality of services and and/or professional learning needs and opportunities that would enhance growth.</p>	<p>SP demonstrates some reflective practice relative to adherence to professional, ethical and legal standards, quality of services and and/or professional learning needs and opportunities that would enhance growth.</p>	<p>SP demonstrates consistent levels of reflective practice relative to adherence to professional, ethical and legal standards, quality of services and and/or professional learning needs and opportunities that would enhance growth.</p>	<p>SP is engaged in high levels of reflective practice relative to professional, ethical and legal standards, quality of services and and/or professional learning needs and opportunities that would enhance growth.</p> <p>SP solicits input from clients, colleagues and administrators to improve the quality of school psychological services.</p>
Evidence/Examples	<p>SP utilizes assessment tools that are not the most current to evaluate a student.</p> <p>SP is not willing to provide professional development opportunities.</p> <p>SP does not respond to requests by team members to provide additional support.</p>	<p>SP sometimes responds to feedback from colleagues to improve their performance.</p> <p>SP utilizes a standard battery of assessments regardless of student needs.</p> <p>SP is inconsistent with understanding legal guidelines.</p>	<p>SP consults with colleagues on the issue of disproportionate representation of English Language Learners in special education.</p> <p>SP solicits feedback from team members with respect to how their services may be utilized to address an existing need.</p> <p>SP provides professional development in the area of value added methodologies (PVAAS), in order to help other educators evaluate the quality of core and supplemental instruction for students with disabilities as it relates to growth and achievement.</p>	<p>SP solicits feedback from colleagues in regards to their quality of service and designs an action plan to improve areas of need.</p> <p>SP initiates participation on a mental health committee to gain a better understanding of how to provide effective mental health practices in the school setting.</p> <p>SP provides advisement in ethical and legal standards to administrators.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	SP is unable to maintain accurate records.	SP demonstrates some ability to maintain accurate records.	SP consistently maintains records that are current, accurate, secure and organized.	SP consistently maintains records that are current, accurate, secure and organized and assists others with this process.
Evidence/Examples	<p>SP does not have a system to track and maintain timelines.</p> <p>SP does not maintain records to track attempts to gain permission to evaluate.</p> <p>SP does not keep confidential information in a locked cabinet.</p>	<p>When reviewing a previous evaluation SP must search for data in several places.</p> <p>SP is not able to provide all documentation necessary for a family to seek outside services.</p> <p>SP keeps a log of reports that are due, but it is difficult for other service providers to understand.</p>	<p>SP references records from 2 years ago for a student that was referred again for an evaluation. The student's records were maintained in a secure place and were updated.</p> <p>SP substitute was able to maintain role and function for SP on leave due to maintenance of accurate records.</p> <p>SP is able to differentiate between private notes and official school records.</p>	<p>SP keeps a record of all contacts with or attempts to contact team members, including parents, teachers, service providers in an accessible and secure location.</p> <p>When information is requested from an outside agency, all records and documentation are easily accessible, but in a secure location.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Families/Communicating with Stakeholders	SP demonstrates limited communication with stakeholders.	Effective written and oral communication skills and advocacy are inconsistently demonstrated with stakeholders.	Effective written and oral communication skills and advocacy are consistently demonstrated with stakeholders.	SP demonstrates highly effective communication and advocacy skills with stakeholders. These skills are used to facilitate team building, collective ownership and build capacity to enhance service delivery outcomes.
Evidence/Examples	<p>SP does not communicate with teachers that a PTE is being sent home because of a parent request.</p> <p>SP does not communicate with staff members following a crisis.</p> <p>SP does not respond to parents request for feedback of an Evaluation Report.</p>	<p>SP responds to request from families to review evaluation procedures.</p> <p>SP inconsistently communicates with staff members regarding due dates of multidisciplinary evaluations.</p> <p>SP inconsistently returns phone calls and emails to stakeholders.</p>	<p>SP disseminates an article related to bullying-prevention strategies in response to building-wide staff concerns.</p> <p>SP contacts the family and discusses the need for the evaluation before sending the permission to evaluate home.</p> <p>SP writes clear, parent/teacher-friendly and easy-to-understand evaluation reports.</p>	<p>Following a crisis, school psychologist provides a continuum of evidence-based support to stakeholders.</p> <p>SP regularly provides after-school sessions regarding assessments and evaluation for families to insure that they have complete understanding of the evaluation process and include their input and recommendations.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	<p>SP does not participate in a professional learning community.</p> <p>SP works in isolation and does not participate or provide professional learning.</p>	<p>SP participates to some extent in a professional learning community.</p> <p>SP collaborates with others as requested or directed.</p>	<p>SP participates in a professional learning community.</p> <p>SP initiates collaboration with others and offers to provide professional development.</p>	<p>SP is a highly participative and contributive PLC member who initiates collaboration and provides professional development.</p> <p>SP builds capacity toward improved outcomes and services.</p>
Evidence/Examples	<p>SP elects to skip assigned school district workshops.</p> <p>SP participation undermines workshops intent.</p> <p>SP did not attend at least one local, state or national conference or seminar during the year.</p>	<p>SP sporadically responds to requests for information.</p> <p>SP is reluctant to participate in school district assigned workshops, in-service programs.</p> <p>SP attended only one local, state or national conference or seminar during the year.</p>	<p>SP leads a PLC and provides professional learning in the area of stress management.</p> <p>SP provides access to research-based resources by showing educators the Center on Instruction. SP contributes to the monthly school newsletter.</p>	<p>SP is a regular contributor to local, state or national conferences or seminars.</p> <p>SP participation in conferences enhances the conference experience for others.</p> <p>SP presented a workshop on stress management.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	<p>SP does not apply research to practice.</p> <p>Contributions do not lead to improvement in the quality of services.</p> <p>Professional growth and development are limited.</p>	<p>SP does attempt to apply research to practice.</p> <p>Contributions inconsistently impact the quality of services.</p> <p>Professional growth and development opportunities are secured.</p>	<p>SP consistently applies research to practice. Contributions result in improved quality of services.</p> <p>Opportunities that result in professional growth and development are sought on an ongoing basis.</p>	<p>SP effectively applies research to practice.</p> <p>Professional growth and development opportunities are realized through these efforts and routinely include others who are seeking to improve the quality of services delivered to individuals and the system.</p>
Evidence/Examples	<p>SP recommendations do not reflect the wisdom of current research.</p> <p>SP does not subscribe to any peer-reviewed journals.</p> <p>SP does not interact with school based teams.</p>	<p>SP rarely provides the source for recommendations.</p> <p>SP's professional development activities are always initiated by school district or employer.</p> <p>SP interaction with school based teams is infrequent and minimal.</p>	<p>SP attends PaTTAN, IU, and State or National Conference and Professional Association opportunities.</p> <p>SP subscribes to a peer-reviewed journal.</p> <p>SP conducts action research that includes a program evaluation component of the classroom's outcomes for students with Multiple Disabilities.</p>	<p>SP is a regular contributor to peer reviewed journals.</p> <p>SP always references the source of information in recommendations.</p> <p>SP assumes a leadership role on school based teams.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	SP does not demonstrate school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards.	SP demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.	<p>SP demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Clients are provided with high-quality services that are tailored to their needs.</p>	<p>SP demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Clients are provided with high-quality services that are tailored to their needs.</p> <p>Feedback from clients is routinely sought to evaluate school professionalism and recommendations for areas of improvement.</p>
Evidence/Examples	<p>SP openly discusses individual student concerns in the teacher faculty room during a common lunch period.</p> <p>SP manipulates data to appease parent or teacher concerns.</p> <p>SP uses out dated norm-referenced assessments, e.g., uses the WISC-III in place of the WISC-IV.</p>	<p>SP discusses within ear shot of others a student's individual needs.</p> <p>SP has limited role in resolving parent and/or teacher dissention.</p> <p>SP evaluation reports include repeated score calculation errors.</p>	<p>SP handles parent and/or teacher dissention with honesty, integrity and a willingness to work toward resolution.</p> <p>SP volunteers to mentor the new school psychologist.</p> <p>SP reviews the NASP ethical standards when faced with evaluating a student from a family who they know personally.</p>	<p>SP provides supervision to intern and/or practicum student sensitive to the individual, professional development needs.</p> <p>SP takes an active leadership role in mediating a parent and/or teacher dissention.</p> <p>SP consistently produces evaluation reports that inform decision making and are considered to all stakeholders.</p>